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ABSTRACT

Three outcomes of the college experience for black students in U.S. higher education (student academic achievement, student social integration into campus life, and student occupational aspirations) are discussed with a theoretical emphasis on connections between institutional and individual characteristics in the explanation of student outcomes. Data were drawn from a national sample of black students currently enrolled in selected black and white, state-supported universities. This study uses the interactionist perspective and draws from the social structure and personality perspective. Evidence suggests that black students on black campuses are more disadvantaged in socioeconomic and academic terms than are black (or white) students on white campuses, but students on black campuses display more positive psychosocial adjustments, great academic gains, and greater cultural awareness/commitment. Central in the determination of how individual and institutional characteristics influence black student experiences in higher education are students' interpersonal relationships which form the bridge between individual dispositions and institutional tendencies. The student's academic performance will be affected by the quality of life at the institution, the level of academic completion, university rules/procedures, relationships with faculty, and friend-support networks. Tables are included. Contains 37 references. (SM)

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BLACK STUDENTS IN HIGHER EDUCATION:

CORRELATES OF ACCESS, ADJUSTMENT AND ACHIEVEMENT[1]

by

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ASHE ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION

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This paper was presented at the annual meeting of the Association for the Study of Higher Education held at the Adam's Mark Hotel in St. Louis, Missouri, November 3-6, 1988. This paper was reviewed by ASHE and was judged to be of high quality and of interest to others concerned with the research of higher education. It has therefore been selected to be included in the ERIC collection of ASHE conference papers.

A crisis exists for black college students (Bilingsley, 1981; Ballard, 1974). Over the past 30 years, profound changes have occurred in black student patterns of college attendance in the United States. Whereas previously the overwhelming majority of black college students were enrolled in historically black institutions, by 1973 that percentage had dropped significantly to roughly one-quarter (Anderson, 1984). Three fourths of all black students in college currently attend predominantly white institutions of higher learning (National Center for Education Statistics, 1982). An estimated 57% of all baccalaureate degrees awarded to black students during 1978-1979 were granted by predominantly white colleges and universities (Deskins, 1981).

But these Black students on predominantly white campuses continue to be severely disadvantaged relative to white students in terms of persistence rates (Astin, 1982, Thomas, 1981; Di Cesare, 1972), academic achievement levels (Nettles, et al., 1985; Smith and Allen, 1984); enrollment in advanced degree programs (Hall, Mays and Allen, 1984; Astin, 1982; and overall psychosocial adjustments (Allen, 1985; Fleming, 1984). Black students on historically black campuses are disadvantaged relative to students (both black and white) on white campuses in terms of family socioeconomic status (Thomas, 1984; Morris, 1979), and high school academic records (Astin and Cross, 1981). Caliber of university instructional faculty and facilities (Fleming, 1984; Williams, 1981), academic specializations selected (Thomas, 1984; Haynes, 1981), and enrollment in advanced study (Pearson and Pearson, 1985; Blackwell, 1982; Miller, 1981), are particularly lacking.

What happens to black students at critical steps along the way between college entry, the election of a major field and graduation or dropping out

(Allen, 1982; Astin, 1982)? This research project looks at three student outcomes: academic performance, racial attitudes and college satisfaction, in a national sample of black students who attend selected predominantly white and historically black, state-supported universities. The study explores how these student outcomes are related to student background characteristics, the nature of student experiences on the campus and the student's particular personality orientation.

Campus Race Differences

Past research suggests that the fit between black students and white colleges is, indeed, not a very good one. Black students differ in fundamental ways from the white students commonly served by these schools. They, therefore, experience more adjustment difficulties, more limited academic success, and higher attrition rates with definite consequences for their aspirations.

Studies of black students attending predominantly white post-secondary institutions commonly incorporate the following concerns regarding black students: 1) their social and economic characters (Allen, 1982; Blackwell, 1982); 2) their levels of adjustment in predominantly white institutions (Fleming, 1984; Webster, Sedlacek and Miyares, 1979); and 3) their academic success (attrition rate) in these institutions (Braddock and Dawkins, 1981; Nettles, et al., 1985).

Black students in college are different from their white peers in several respects, for example, the parents of black students are typically urban, have fewer years of education, earn less, and work at lower status jobs than is

true for the parents of white students (Blackwell, 1982; Bayer, 1972; Boyd, 1974).

Yet despite social and economic disadvantages, black college students have the same, or higher aspirations than their white counterparts (Allen, 1984; Bayer, 1972; Gurin and Epps, 1974), but tend to attain these aspirations, less often than white students. Lower educational attainment is pronounced for black students in general, and for black females in particular (Hall, Mays and Allen, 1984; Smith and Allen, 1984; Gurin and Epps, 1975). Black students attending predominantly white colleges apparently experience considerable adjustment difficulty. Many of the adjustment problems are common to all college students (Webster, 1979); but they also have additional problems. For instance, many of these students often find it necessary to create their own social and cultural networks given their exclusion (self and/or other-imposed) from the wider university community. Of all problems faced by black students on white campuses, those arising from isolation, alienation, and lack of support seem to be most serious (Allen, 1985; Smith and Allen, 1984; Rosser, 1972).

Whether it is because of adjustment or other difficulties, black students perform less well academically than their white peers. These academic difficulties of black students on white campuses are often compounded by the absence of remedial/tutorial programs and information exchange with whites (i.e., faculty and students) (Hall, Mays and Allen, 1984). Despite the initial difficulties most black students experience, many make the required adjustments and are academically successful in predominantly white institutions (Allen, 1984; Peterson, et al., 1978; Ballard, 1973).

Black Students on Black Campuses

In reviewing research on black students attending historically black colleges, it is useful to organize these studies into three groups. These studies commonly focus on: 1) student background and academic skills; 2) student academic development; and 3) student psychosocial development. Unlike studies of black students on white campuses, this research tradition assumes a proper fit between students and institution. Comparisons of black students on black campuses with those on white campuses are often more conjecture rather based on empirical/support. The presumption is that white campuses provide superior environments for black student education. Much is made of differences between student populations at historically black and predominantly white colleges. The typical parents of black students on black campuses earn less money, have lower educational achievement, hold lower status jobs, and are more often separated or divorced (Thomas, 1984; Morris, 1979; Gurin and Epps, 1975). Consistent with observed economic discrepancies, typical black students on black campuses have lower standardized test scores and weaker high school backgrounds than do typical black students on white campuses (Astin, 1981).

A natural outgrowth of comparisons of black student populations on black and white campuses is recognition of the "special mission" of black colleges. To a large extent, black colleges enroll students who might not otherwise be able to attend college because of financial or academic barriers (Thomas, McPartland and Gottfredson, 1981; Miller, 1981; Morris, 1979). These institutions pride themselves on their ability to take poor and less well-prepared black students where they are, correct their academic deficiencies, and graduate them equipped to complete successfully for jobs or

graduate/professional school placements in the wider society (Miller, 1981; National Advisory Committee on Black Higher Education and Black Colleges and Universities, 1980).

When black students on black and white campuses are compared on the dimension of psychosocial development, those on black campuses seem to fare much better. In an early study, Gurin and Epps (1975) found that black students who attend black colleges possessed positive self images, strong racial pride, and high aspirations. More recently, Fleming (1984) demonstrated levels of psychosocial adjustment to be much higher for Black students on Black campuses, compared with those on White campuses.

In sum, the evidence suggests that black students on black campuses are more disadvantaged in socioeconomic-economic and academic terms than are black (or white) students on white campuses, but students on black campuses display more positive psychosocial adjustments, significant academic gains, and greater cultural awareness/commitment.

Problems and Methods of Study

This paper examines three important outcomes of the college experience for black students in U.S. higher education: student academic achievement, student social integration into campus life, and student occupational aspirations. The study's theoretical approach emphasizes connections between institutional and individual characteristics in the explanation of student outcomes. Data for the study are from a national sample of black students who are currently enrolled in selected black and white, state-supported universities. The theoretical framework for this research is provided by two

perspectives from the field of sociology, "symbolic interactionist" theory and the "social structure and personality" perspective.

An interactionist view of the college experience stresses the exchanges that occur between individuals or categories of individuals. Although such exchanges occur within the situational context of the university (its norms, would be considered paramount). However, it is vitally important to examine questions of a more fundamental nature. Specifically, there is a need to establish how the involved actors define the situation where their interaction occurs; how they judge their respective roles in the interaction; the norms or agreements they subscribe to as guides for the interaction and their shared sense of the ultimate end(s) of the interaction.

The interactionist perspective is useful for this study in that it assigns black students active as opposed to passive roles in the schooling process. This study also draws from the social structure and personality perspective. This perspective is not so much an articulated theory as it is an analytical approach that attempts to systematically outline linkages between personality systems and larger institutional systems. Three tenets are evident in studies employing this perspective: 1) emphasis upon delineation of the components of complex macrosocial phenomena; 2) specification of the proximate social stimuli and interactions through which these macrosocial phenomena impact upon individuals, and 3) examination of the psychological processes governing individual's perceptions or and responses to these proximate social stimuli and interactions (see House, 1981 for a detailed discussion of the social structure and personality perspective). The social structure and personality perspective is important for this study in that it goes beyond the interpersonal environment by seeking to incorporate

institutional factors as antecedent to, and psychological factors as outcomes from, such interactions.

In tandem, the social structure and personality and symbolic interactionist perspectives undergird this study. Our specific concern is with three student or individual-level outcomes: academic performance, social integration, and occupational aspirations. How a student is ultimately affected by campus racial context will be determined by the student's interpersonal relationships and personality orientation. From the framework that this combined theoretical perspective provides, several research questions and hypotheses are identified for empirical study.

1. How does student academic performance vary in relation to student background, campus experiences and personality orientation?
2. How does student social integration vary in relation to student background, campus experience and personality orientation?
3. How does student occupational aspirations vary in relation to student background, campus experiences and personality orientation?

Sample and Data

The data for this article are from the National Study of Black College Students (NSBCS), housed at the University of Michigan, Ann Arbor. This study collected several waves of data on the achievements, experiences, attitudes, and backgrounds of black undergraduate students attending selected state-supported universities. All of the institutions participating in the 1981, 1982 and 1983 NSBCS were selected on the basis of regional diversity and accessibility. The population for each year of the study were currently enrolled, Black American, undergraduates.

The research design relied on research collaborators on each of the participating campuses. Data were collected using mailed questionnaires which students returned directly to the University of Michigan via Business Reply mail for coding and computer tabulation. The selection of students for participation in the study was random, based on lists of currently enrolled students supplied by the various university Registrars' offices. Selected students received the questionnaire and four follow-up reminder mailings.

The 1981 phase of the study collected data from a cross-section of black undergraduates at six predominantly white, public universities (University of Michigan, Ann Arbor; University of North Carolina, Chapel Hill; University of California, Los Angeles; Arizona State University, Temple: Memphis State University; and the State University of New York, Stony Brook). Data for 1982 were drawn from first year students (freshman and transfers) attending the six schools surveyed in 1981 plus two other predominantly white, state-supported universities (University of Wisconsin, Madison and Eastern Michigan University, Ypsilanti). In contrast, the 1983 phase of the NSBCS collected data from a cross-section of black undergraduates at eight predominantly black, public universities (North Carolina Central University Durham; Southern University, Baton Rouge, LA; Texas Southern University, Houston; Jackson State University, Jackson, MS; North Carolina A&T State University; Central State University, Greensboro; Morgan State University, Baltimore, MD; Wilberforce, OH; and Florida A&M University, Tallahassee). These data sets were merged to compare and contrast students at predominantly white versus traditionally black universities. The final response rate for the 1981 undergraduate study is 30 per cent (695); for 1982 the final response rate is 35 per cent (976);

while the 1983 undergraduate response rate is 25 per cent (860). Together the data sets include 2,531 students.

Limitations of the Study

There are important limitations to be considered in attempts to generalize findings from this research. To begin, the study was purposely restricted to state-supported universities, even though there is a sizeable group of black students who attend private universities or colleges. Thus some findings from this research may not be applicable to private institutions.

Questions can also be raised about the representativeness of the students who participated in this study. The 16 universities included in this study were purposely selected too maximize regional diversity and to insure university and research collaborator cooperation. Thus this study does not necessarily have a random or representative sample of all the state-supported universities nationally that black students attend.

Sizeable non-response rates pose another possible source of bias in the study. It may well be that our sample is biased by the inclusion of students with special motives to respond (e.g., those who are most satisfied or most dissatisfied with college).

Possible sources of error also result from the study's methodology. Self-completed questionnaires are often subject to bias arising from misunderstood questions and/or inconsistent answers. It may well be that ethnographic or institutional studies would be more appropriate methodologies. Certainly, these methods would help to supplement and enrich the data presented in this study.

Considered in their best light these findings provide information about the college experiences and outcomes of over 2,500 Black students. This information is detailed, self-reported and specific to the circumstances of Black students who chose to respond. Findings cannot be generalized to the national case with any confidence. However, the findings are of great heuristic and informative value. As an exploratory case study this research reveals fruitful avenues for future research. This research also reveals how a sizeable group of Black students (those in the study) are experiencing college.

Findings

In this section we will describe the outcome and predictor variables used in this analysis and then proceed to examine the relationships that exist between pairs of variables and the multivariate relationships between the outcome and predictor variables.

We are primarily concerned with the relationships between three outcome variables, 1) academic achievement, 2) social involvement in campus life, and 3) occupational aspirations and five sets of predictor variables. The first set of predictors are student educational background factors (high school grade point average, amount of time spent studying, class level), the second set are student aspirations (how far the student plans to go in school, when the student will consider themselves successful), the third set are demographic characteristics (sex, socio-economic status), the fourth set are personal adjustment factors (relations with white students, relations with faculty, student's self-concept, students attitudes concerning their choice of

institution), and the fifth set are environmental factors (predominantly race of campus, unity among black students).

Table 1 presents the correlations (Pearson's r) that exist between pairs of variables.[1] All of the correlations between the independent variables and the academic achievement variable (grade point average) are statistically significant except relations with non-black students and unity among black students. The bivariate relationships indicate that academic achievement is higher for students who report better high school grades (r=.15), spend more time studying (r=.11), are upperclassmen (r=.19), plan to receive advanced degrees (r=.21), have higher occupational aspirations (r=.05), have higher achievement drive (r=.05), are males (r=.08), attend predominantly black campuses (r=.22), have positive relations with faculty (r=.38), have high self concept (r=.12), feel they chose the right school (r=.11) and who are socially involved (r=.11).

Social involvement is highest for those students that report higher grade point averages (r=.11), spend more time studying (r=.08), are upperclassmen (r=.06), plan to receive advanced degrees (r=.10), have higher occupational aspirations (r=.09), higher SES (r=.07), better relations with white students (r=.09), attend predominantly black campuses (r=.21), have positive relations with faculty (r=.15), feel black students on their campuses are united (r=.20), have high self-concept (r=.16) and who feel they chose the right school (r=.25).

Occupational aspirations are highest for students who have higher college (r=.05) and high school grade point averages (r=.12), spend more time

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[1]The correlation coefficient measures the strength of the linear relationship between pairs of variables. A high correlation (positive or negative) indicates a strong linear relationship.

studying (r=.13), plan to receive advanced degrees (r=.31), are males (r=.08), have higher SES (r=.14), higher self-concept (r=.05), feel they chose the right school (r=.06) and are socially involved (r=.09). Upperclassmen and students on predominantly black campuses have lower aspirations (r = -.07, -.09).

We will now turn to the results of regression models used to predict the three student outcomes; 1) academic achievement, 2) social integration into campus life and 3) occupational aspirations. One can compare the standardized regression coefficient "B" to determine the impact of the variables relative to the other variables in each model.[1]

We use the five sets of variables as predictors of the three outcomes. Again, the first set of predictors are student educational background factors (high school grade point averages, amount of time spent studying, class level), the second set are student aspirations (how far the student plans to go in school, when the student will consider themselves successful), the third set are demographic characteristics (sex, socio-economic status) the fourth set are personal adjustment factors (relations with white students, relations with faculty, student's self-concept, students attitudes concerning their choice of institutions) and the fifth set are environmental factors (predominant race of campus, unity among black students). Additionally, we use the outcome variables themselves (college grade point average, occupational aspirations and social integration) as predictors.

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[1]One should exercise some caution when using the standardized regression coefficient to determine the importance of an independent variable. See J. Neter, W. Wasserman, and M. Kuntner Applied Linear Statistical Models, p. 262-263.

Model 1 shows that all of the educational background variables are significant predictors of academic achievement as measured by college grade point average. Those students that performed well in high school receive higher grades in college than those students that did not perform well in high school (B=.204). Not surprisingly, those students that spend more time studying tend to have higher college grade point averages (B=.050). Additionally, more advanced students receive better grades than their younger peers (B=.077). Among the educational background variables high school grade point average (HSGPA) is the most powerful predictor of academic achievement.

Among the aspiration variables only educational aspirations (EDASP) has a significant effect upon college grade point average. As students' educational aspirations increase their grade point averages also increase. Unexpectedly their reported success drive (SUCCESS) aspirations has no significant effect upon gpa.

Both of the demographic characteristic variables have a significant, positive effect upon college grade point average. Males report higher grade point averages than females (B=.043) and as SES increase student grade point average also increase (B=.044).

The personal adjustment variables exhibit some interesting patterns. While good relations with white students (WHITESTU) is positively related to grade point average the relationship is not statistically significant. Good relations with faculty (PROFREL) and feeling that one has chosen the right school (RIGHTCHOICE) are both significant and positively related to grade point average. The self-concept variable (SELFCONCEPT) is also significantly related to grade point average but in a negative direction. And thus as self-concept increases grade point average decreases. Self concept as measured

here may be more reflective of self-concept along a social rather than academic dimension. We will consider this point in Model II. The most powerful personal adjustment predictor of academic achievement is clearly relationship with faculty (B=.292).

Of the environmental factors, only being on a black campus (BLCAMP) is significantly related to college grade point average. On average students are predominantly black campuses have higher grades than their counterparts at predominantly white schools (B=.195). Unity among black students does not have a significant effect on college grade point averages.

Model I accounts for 24 percent of the variance in college grade point average and shows that a variety of factors play in important part in predicting academic success. These factors include variables from each of the five content areas: high school performance, the amount of time spent studying, student class level, educational aspirations, sex, socio-economic status, relations with faculty, self-concept, campus race and feeling one has chosen the right school.

Model II uses the five variable sets (educational background, aspirations, demographic characteristics, personal adjustment, environmental factors) and the outcome variables as predictors to explain students level of social integration into campus life. Of the two outcome variables only occupational aspirations OCCASP has a significant effect upon social integration (B=.067). As social integration increases occupational aspirations also increase.

The educational background variables, the aspiration variables and the demographic variables each yield only one variable that significantly predicts social integration. Among the educational background variables only time

spent studying STUTIME is a significant predictor of social involvement (B=.049). Students that spend more time studying also tend to be better integrated into their campus social activities. From the aspirations variable set the SUCCESS variable significantly relates to social integration but in a negative direction. As students degree of desired success increases their integration into campus life decreases. Though this relationship is statistically significant it is quite weak (B=-.014). Of the demographic variables only SES significantly predicts social integration (B=.07). As socio-economic status increases students are more likely to be well integrated into the social environment at their institution.

Several of the personal adjustment variables are significant predictors of social integration. Relations with white students WHITESTU, and RIGHTCHOICE are both positive predictors of social integration (B=.07 and .16 respectively).. As relations with white students improve and feeling that one chose the right school increase students integration into campus life increases. As we noted in MODEL 1 SELFCONCEPT is more closely related to social integration than to academic achievement. It is positively related and statistically significant (B=.107). As self concept increases social integration also increases.

Both of the environmental factors are positive predictors of social integration. As students perceived level of unity among black students BLKUNITY increases their integration into their campus environment increases. The most powerful predictor of social integration is race of campus BLCAMP (B=.232). Black students at predominantly black campuses are more integrated into the social environment of their institutions than are black students on predominantly white campuses.

Model II accounts for 16 percent of the variance in social integration. The model attempts to ascertain those variables that affect students integration into their campus social environment. The variables that positively relate to integration into campus life are occupational aspirations, amount of time spent studying, being male, relations with white students, self-concept, right choice, campus race and unity among black students.

Model III uses the outcome variables and the other five sets of variables to explain student occupational aspirations. The only outcome variable that significantly predicts occupational aspirations is social integration. As social integration increases occupational aspirations increase. The five variable sets provide other predictors of occupational aspiration.

All of the educational background variables are significant predictors of occupational aspirations. As HSGPA and STUTIME increase occupational aspirations also increase (B=.082 and .060 respectively). CLASSLEV relates to occupational aspirations negatively; as class level increases occupational aspirations decrease (B=-.074).

All of the aspirations and demographic variables significantly predict occupational aspirations. As educational aspirations EDASP increase occupational aspirations also increase (B=.300). However, as students reported SUCCESS drive increases occupational aspirations decrease (B=-.036). Generally males have higher occupational aspirations than females (B=.101) and as SES increases occupational aspirations also increase (B=.068).

None of the personal adjustment variables and only one of the environment variables significantly predicts occupational aspirations. The significant variable is campus race BLCAMP (B=0.05). Students on predominantly black

campuses have lower occupational aspirations than students on predominantly white campuses.

Model III accounts for 14 percent of the variance in occupational aspirations. The variables that positively predict occupational aspirations are social integration, high school grade point average, time spent studying, educational aspirations, sex and socio-economic status. The significant variables that negatively predict occupational aspirations are class level and campus race.

Interpretation of Findings

Central in the determination of how individual and institutional characteristics influence black student experiences in higher education are students' interpersonal relationships. Interpersonal relationships form the bridge between individual dispositions and institutional tendencies, together these factors determine student outcomes. The way a student perceives and responds to events in the college setting will differentiate the college experience. What she does when confronted with difficult subject matter or how she handles the uncertainty of being a freshman, will determine whether the experience is positive or negative in its consequences.

Black student college outcomes can be reasonably viewed as resulting from a two-stage process. Taking the case of academic performance to illustrate this point and the theoretical model implicit in this conceptualization, we are led to conclude the following. Whether a student successfully completes college and whether that student graduates with "Honors" is no doubt sizeably influenced by individual characteristics. How bright the student is, the level of background preparation, the intensity of personal ambition and

striving, will all influence academic performance outcomes. Beyond these personal traits, however, is a set of more general factors -- characteristics more situational and interpersonal in nature. Therefore, the student's academic performance will also be affected by the quality of life at the institution, the level of academic completion, university rules/procedure/resources, relationships with faculty and friend-support networks.

In discussing the aspiration-attainment process nearly twenty years ago, Rehberg and Westby (1967) introduced the vital notion of facilitation. The concept is useful here for its focus on the fact that the attainment process is influenced by a combination of institutional, individual or interactional factors. The educational goals and activities of black students are acted out in specific social environments which affect not only their context, but their possibilities for realization as well. Actors in the setting, indeed the setting itself, can either facilitate or frustrate the efforts of black students to achieve high academic performance (Allen, 1980).

The results of this analysis show that there is no simple answer when a student asks, "where should I attend college?". Every black student should not attend a predominantly black institution. Similarly, every black student should not attend a white institution either. Students have different resources, needs, abilities and aspirations. Just as every student is different so every college is different. Colleges, like students, have their strengths and weaknesses. Students must honestly assess their own strengths and weaknesses and then choose an institution in which they can more effectively learn and achieve their goals.

No matter where the student chooses to go, however, they should realize that their primary task is to learn and grow. And though much of this growth and learning occurs outside the classroom, students must take the initiative to approach the faculty and cultivate a relationship with them. Faculty relations are often more important than even one's grade point average particularly for those students that plan to receive advanced degrees. In this regard, institutions must assume a more activist organized stance to insure that Black student college experiences are made more positive. One important strategy for achieving this end involves efforts to better integrate Black students into the life of the campus and to connect them with faculty mentors.

Table 1

Correlation Matrix for Variables[a] in Model (N=2531)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	-																
2	.16	-															
3	.11	.13	-														
4	.19	-.16	.00	-													
5	.21	.06	.14	.11	-												
6	.05	.12	.13	-.07	.31	-											
7	.05	.00	.05	-.02	.10	.01	-										
8	.04	-.18	.07	.08	.03	.08	.08	-									
9	.08	.12	.06	-.07	.17	.14	.05	.00	-								
10	.02	.08	.10	-.05	.04	.03	.01	-.02	.06	-							
11	.22	-.28	-.11	.39	.03	-.09	.02	.09	-.12	-.19	-						
12	.38	.04	.13	.18	.19	.02	.10	.04	.08	.05	.18	-					
13	.03	.02	.01	-.02	-.07	-.02	.00	.07	-.07	.11	.12	.01	-				
14	.12	.07	.10	.05	.19	.05	.16	.14	.05	.08	.00	.35	.05	-			
15	.16	.02	.08	.07	.10	.06	.03	.05	.02	.13	.08	.16	.23	.12	-		
16	.11	.02	.07	.06	.10	.09	.02	.03	.07	.09	.21	.15	.20	.16	.25	-	

[a]**Variable Labels**

1 Ugpa=Undergraduate Grade Point Average
2 Hsgpa=High School Grade Point Average
3 Stutime=Amount of Time Spent Studying
4 Classlev=Class Level (Freshman, Sophmore, Junior, Senior)
5 Edasp=How Far R Plans to Go in School
6 Occasp=Occupational Aspirations
7 Success=Achievement Drive

8 Male=Sex of Respondent (Dummy coded 0=female, 1=male)
9 SES=Socio-Economic Status (Mother and Father's Education, Occupation and Income)
10 Whitestu=Relations with Non-black Students
11 Blcamp=Campus Race (Dummy coded 0=white campus, 1=black campus)
12 Profrel=Relations with Faculty
13 Blkunity=Unity Among Black Students
14 Selfconc=Self-Concept
15 Rightcho=Chose Right Institution
16 Socinvolve=Social Invovlement Index

Table 1 Variable Names and Descriptions

Variable	Descriptions
OUTCOME VARIABLES	
UGPA	University grade point average.
OCCASP	Occupational Aspirations (1=low; 5=high)
SOCIAL INVOLVEMENT	An index (Cronbach's α=.7?)constructed from the following terms: "To what extent do extracurricular activities on campus reflect your interests?" (1=not at all; 4=considerable); "How often do you participate in the extracurricular activities sponsored by student organizations?" (1=hardly ever, 4=very often).
EDUCATIONAL FACTORS	
HSGPA	High school grade point average.
STUTIME	Amount of time spent studying (1=none; 6=20+ hours)
CLASSLEV	Class level (1=Freshman; 4=Senior)
ASPIRATIONS	
EDASP	Educational Aspirations (1=Some college; 4=JD, MD, PhD)
SUCCESS	"After you are in the profession which will be your life's work, when do you think you will be abel to consider yourself successful enough so that you can relax and stop trying so hard to get ahead?" (1=Doing well enough to stay in the profession; 5=Recognized as one of the top persons in the profession).
DEMOGRAPHICS	
MALE	Dummy coded 1 for male respondents
SES	Socio-economic Status index (Cronbach's α=.85) constructed from mother and father's education,occupation and income)
PERSONAL ADJSUTMENT	
WHITESTU	Relations with white students (1=No contact; 5=Excellent)
PROFREL	Relations with faculty (1=Below average; 4= Highest)
SELFCONCEPT	Selfconcept index (Cronbach's α=.74) constructed from the following items: If you were compared to most othe students at this university how would you be rated on the following points by an unbiased observer {self-confidence, leadership ability, kind of person others think you are, kind of person you think you are)?" (1=Below average; 4=Highest)
RIGHTCHOICE	"How sure are you that you made the right choice in attending this university?" (1=Definitely wrong choice; 5=Definitely right choice)
ENVIRONMENT	
BLCAMP	Race of campus dummy coded 1 for black campus
BLKUNITY	Unity among black students index (Cronbach's α=.63) constructed from the following items: "There is great deal of unity and sharing among black students at this university." (1=strongly disagree, 4=strongly agree); "Black men and women students on this campus really don't get along very well together" (1=strongly agree, 4=strongly disagree).

Table 2

Regression Models Predicting Social Involvement, Academic Achievement and Occupational Aspirations

	Model I Acad. Ach.			Model II Soc. Inv.			Model III Occ.Asp.		
Ind. Var.[1]	B	b	S.E.	B	b	S.E.	B	b	S.E
Constant		96.3	9.10		.775	.318		1.35	.259
OUTCOME VARS.									
Ugpa				-.018	-.001	.001	-.011	.000	-.001
Occasp	-.009	-.372	.736	.067	.082**	.024			
Soc. Involve	-.017	-.548	.596				.068	.055**	.016
EDUC. BACKGROUND									
Hsgpa	.204	.197**	.018	.037	.001	.001	.082	.002**	.001
Stutime	.050	2.01**	.723	.049	.061**	.024	.060	.062**	.020
Classlev	.077	2.90**	.731	-.034	-.040	.024	-.074	-.071**	.020
ASPIRATIONS									
Edasp	.113	5.85**	1.0	.019	.031	.033	.300	.398**	.026
Success	.008	.349	.820	-.014	-.020**	.027	-.036	-.043*	.022
DEMOGRAPHICS									
Male	.043	4.61*	1.93	-.026	-.086	.064	.101	.275**	.052
Ses	.044	3.02**	1.22	.070	.150**	.041	.068	.118**	.033
PERSONAL ADJ.[a]									
Whitestu	.011	.557	.964	.075	.125**	.032	-.009	-.012	.026
Profeval	.292	21.7**	1.46	.039	.090	.050	-.032	-.062	.041
Selfconcept	-.049	-1.04**	.415	.107	.072**	.014	-.022	-.012	.011
Rightchoice	.081	4.35**	1.00	.164	.277**	.033	.026	.036	.027
ENVIRONMENT									
Blcamp	.195	20.8**	2.23	.232	.779**	.074	-.050	-.137*	.061
Blkunity	-.010	-.372	.712	.127	.154**	.023	-.018	-.018	.019
R^2=		.240			.157			.143	
S.E.=		45.2			1.50			1.22	
N=		(2515)			(2515)			(2515)	

* p< .05 level

** p<.01

B=partial regression coefficient b=unstandardized regression coeficient S.E.=standard error

1 See table 1 for complete description of variables

a Personal Adjustment

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